



ҚАЗАҚСТАН РЕСПУБЛИКАСЫ  
ТҰҢҒЫШ ПРЕЗИДЕНТІ - ЕЛБАСЫНЫҢ ҚОРЫ

**«ҒЫЛЫМ ЖӘНЕ БІЛІМ – 2017»**

студенттер мен жас ғалымдардың  
XII Халықаралық ғылыми конференциясының  
БАЯНДАМАЛАР ЖИНАҒЫ

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СБОРНИК МАТЕРИАЛОВ  
XII Международной научной конференции  
студентов и молодых ученых  
**«НАУКА И ОБРАЗОВАНИЕ – 2017»**

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PROCEEDINGS  
of the XII International Scientific Conference  
for students and young scholars  
**«SCIENCE AND EDUCATION - 2017»**



14<sup>th</sup> April 2017, Astana



**ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ  
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The proceedings are the papers of students, undergraduates, doctoral students and young researchers on topical issues of natural and technical sciences and humanities.

В сборник вошли доклады студентов, магистрантов, докторантов и молодых ученых по актуальным вопросам естественно-технических и гуманитарных наук.

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**MODERN APPROACHES TO CLASSIFYING SIMULTANEOUS INTERPRETING****Aliyeva Gulshan**[g.aliyeva@glt2.kz](mailto:g.aliyeva@glt2.kz)

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Simultaneous interpretation is considered to be one of the most complex types of interpretation, since it is a comprehensive speculative process in which there are two parallel actions: the interpreter simultaneously perceives the source speech and creates a speech translation. Moreover, simultaneous interpretation is accompanied by other difficulties: a rigid time limit (2-3 seconds' lag), the inability to use a dictionary, the uncontrolled rate of the speaker's speech.

At present, Kazakhstan is constantly expanding the range of applications for simultaneous interpretation. Ministries and departments, universities and private enterprises have and in rare cases rent expensive specialized equipment for simultaneous interpretation: booths, a system of two and three-channel simultaneous interpretation (relay system), for example, English-Russian-Kazakh simultaneous interpreting.

The basics of the theory, methods of teaching and practice of simultaneous interpreting were laid down in the works of G.V. Chernov and A.F. Shiryayev. There are fundamental articles on the theory and practice of simultaneous interpreting in the “Translator's Notebook” series of various years of publication (A.Shveitser, B.Stier, E.Gofman, I.Zimnaya, S.Lukanin, M.Zwingling and many others). In modern Russia, these are textbooks and scientific articles by G.Miram, A.Chuzhakin, P.Palazhchenko, V.Daineko, L.Visson, O.Gogol. In the Kazakh translation science, great importance in the development of the domestic theory and practice of simultaneous translation (from Kazakh and into Kazakh) belongs to the works of a practicing simultaneous interpreter of the Senate of the Parliament of the Republic of Kazakhstan, candidate of philology and author of training courses and master classes on simultaneous interpretation of Kamal Alpeisova.

V.N. Komissarov's psycholinguistic classification, based on the principle of the conditions of perception of the source text and the creation of the text-translation, divides the interpreting into an oral and written ones. Further interpretation, depending on the conditions of perception of an oral speech, is divided into sequential and synchronous types. According to many classical works on translation theory (V.N. Komissarov, G.V. Chernov, A.F. Shiryayev, etc.), simultaneous interpretation is classified according to the following factors: working conditions (availability of a booth / simultaneous interpreting equipment), availability of text materials (whether the interpreter is given written texts of oral presentations).

G.V. Chernov and A.F. Shiryayev base their classifications of simultaneous interpreting mainly by the degree of preparedness of the interpreter for the interpreting process:

1) simultaneous interpretation “by ear”: the simultaneous interpreter perceives the speaker's continuous speech through the headphones and transfers the information received. This type of simultaneous interpreting is the most popular and highly paid in Kazakhstan.

2) “sight” simultaneous interpreting with or without a preliminary preparation; the simultaneous interpreter receives in advance the written text of the speech of the speaker. In this case, the interpreter has a “strong point” which allows making necessary adjustments during the deliverance of speech.

Lynn Wisson writes about this the following: “This includes, first and foremost, the agenda, the list of speakers with their names and posts, a list of specific abbreviations used by experts in the area under discussion, and other documents that <...> are distributed in advance to interpreters for mastering specialized terms ” [1, p. 22].

3) simultaneous reading of the translated text. P. Palazhchenko in one of his scientific articles calls such texts as a “life-saving circle” [2, p. 89]. A simultaneous interpreter, following the speaker’s speech, reads out the prepared text in advance, and, if necessary, makes additions if the speaker, in the course of the speech, deviates from the original text.

The authors of the modern training course on simultaneous interpreting G. Miram, V. Dayneko, S. Ivanova and P. Ampleyev [3] offer new varieties and modes of the types of the interpretation discussed.

First, the authors distinguish two completely different, in their opinion, modes or regimes of simultaneous interpreting:

1. Simultaneous interpreting of speeches in the monologue regime (interpretation of speeches and reports at scientific and technical and political conferences and seminars);

2. Simultaneous interpretation of speeches in the dialogue regime (interpretation of speeches and reports at workshops, working group discussions, round tables).

The workshop on simultaneous interpreting of the teacher of the OSU (Russia) Olga Gogol [4] is different in that it is designed at senior students of interpretation. This indicates that today the preparation of simultaneous interpreters requires the creation of teaching aids in the following classification:

1. Simultaneous interpretation of level A
2. Simultaneous interpretation of level B
3. Simultaneous interpretation of level C

Level A (starting stage) is the initial level of preparation of interpretation students who speak English at the level of Upper Intermediate. These manuals can include lexical materials of medium complexity on the everyday sphere of communication (telecasts, radio interviews, dialogues and monologues of everyday communication).

Level B (threshold stage) is the level of simultaneous interpretation for senior year students who know English at Advanced level and are able to perform pre-prepared simultaneous interpretation in the usual and fast rates of professional-level texts.

Level C (advanced) are simultaneous interpreters with experience that perform untrained simultaneous interpretation at a professional level. Even if we are talking about the professionalism of the simultaneous interpreters of this group, they need constant preparation and self-education. To this end, we propose to compile manuals for such a group of listeners.

Having studied in detail the works of the above-mentioned authors, we propose, first of all, to divide the process of simultaneous interpretation directly into the following stages:

The 1-st stage is the preparatory stage. This is the process of work that every simultaneous interpreter performs before the interpretation process begins. Timing is an important factor, which often greatly affects the quality of simultaneous interpretation. If the simultaneous interpreter has time (at least 24 hours) to prepare for the interpretation process (can compile a dictionary with terms, acronyms, precise information, read materials on the activities of the PRINCIPAL organization, get acquainted with the handout materials of the event), this gives them great advantages and is a kind of “pledge” for a successful result of simultaneous interpretation. In the work of each simultaneous interpreter there are also cases when the preliminary stage is not available. This indicates that in the process of simultaneous interpreting “roughness” and inaccuracies become inevitable.

The 2-nd stage is direct interpretation (interpretation proper). This stage includes the very process of simultaneous interpretation, which Lynn Wisson describes as follows: “... the simultaneous interpreter must simultaneously focus on the speaker’s speech and listen to their own interpretation” [1, p. 21].

The 3-rd stage is the conclusion stage. This is a very important stage for each simultaneous interpretation, in which the interpreter, after the interpretation process (after their working day), conducts a detailed analysis: what were the lexical, grammatical and stylistic difficulties of interpretation, what were the “difficulties” or “rough things”, whether there were any errors due to poor background knowledge. Detailed analysis allows the simultaneous interpreter preventing the

committed errors in the subsequent interpretation processes, and, thereby, improving the personal level of implementation of simultaneous interpretation and their professionalism.

The method we proposed for classifying the process of simultaneous interpretation is subjective, since each simultaneous interpreter uses an individual approach in organizing self-training and drawing conclusions. However, we consider it necessary to outline the following recommendations: 1) the simultaneous interpreter should keep a vocabulary or notes which serve as a database for improving the skills and abilities of simultaneous interpretation; 2) a good simultaneous interpreter must constantly improve their own skills in simultaneous interpretation and self-education.

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### **ROLE OF LITERARY TRANSLATION IN INTERCULTURAL COMMUNICATION**

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Currently mankind develops on the way of expansion of interrelations and interdependence of various countries, people and cultures. Different history, traditions, languages, religions and cultures develop, interact and influence each other by means of cross-cultural communication. Rapid development of interdependence of various cultures has both positive and negative sides. On the one hand it gives opportunity to learn more information about countries, people and nations of the whole world, but on the other hand it may lead to misunderstandings because of no tolerance.

In this situation, the aim is to study the issues of intercultural communication, including the role of translation in the process of intercultural communication, theoretical understanding of the conditions and opportunities for maximum mutual understanding to reduce the severity of conflicts, and to achieve a positive effect of intercultural communication.

It should be emphasized that, to date, any person must be ready to communicate with representatives of other cultures and be familiar with some specifics of foreign culture. One of the means of intercultural communication is literary translation.

Literary translation, being means of intercultural communication, first of all, solves the problems of mutual understanding of communication parties. The study of the nature of the perception of the artistic text of another culture through translation makes it possible to determine significant cultural differences. It is necessary to determine whether one culture can understand another at the level of literary translation and systematize factors and conditions that ensure the cultural adequacy of translated literary texts.

The foregoing indicates that a significant amount of scientific material on this topic has been accumulated for a long period of time. At the same time, it requires a theoretical interpretation of the essential characteristics of literary translation as a means of intercultural communication.